



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

"equal opportunity to all" appears to be a very simple little revision, yet it is a definite reinterpretation of the function of the state in education, a step which it has taken years to achieve in practice. Similarly one after another of the most fundamental as well as the most minute problems affecting the development of educational administration is passed in review, as the law is taking form in the hands of the code commission, showing the struggle through which a state passes in attaining the ideal in matters of education.

Osceola frankly commits herself to a strong central control, wherein it is made impossible for a municipal corporation to meddle with the income of the community's schools, or for the children of a poor district to be left without full opportunity for education. Yet there is ample provision for wide use of local initiative in matters which can be handled in that way. The county is made the unit for organization and administration, replacing the previous ineffective and unfair district system, and the appointive principle replaces popular election of all professional officers. The state encourages, but, by a careful system of supervision, also standardizes all parochial and private schools; and broadens the scope of education by including a comprehensive system of libraries, whose functions are closely correlated with those of teaching by offering definite school facilities to inmates of reform, charitable, and penal institutions, and by establishing a science extension division in the state museum. The organization of all these functions under the control of a state board of education is the feature which marks the Osceola system as utopian.

Unlike most other utopias, however, the book contains an appendix which shows the arithmetic of the scheme when applied. Here Osceola is not an imaginary state, but one whose assessed wealth is so much, whose population is so large and distributed in a certain way, making a school problem of given type and dimensions, the exact cost of maintenance of which is figured in detail, derived from sources indicated, and apportioned in accordance with the law; the detailed plan of organization and maintenance of a typical county system is shown to the last detail.

The book must be classed as being quite as profound in its contribution to the theory and practice of educational administration as it is unique in literary form.

J. B. SEARS

STANFORD UNIVERSITY, CAL.

---

*Germany since 1740.* By GEORGE MADISON PRIEST. New York and Boston: Ginn & Co., 1915. Pp. 199.

"The rise of modern Germany has long attracted the interest of American readers, but interest has often been baffled by the complexities of German state and national life and by the mass of detail which historians have included in their accounts of Germany." Dr. Priest thus begins the preface to his historical account of modern Germany. Realizing this complexity of historical

material, he has presented here only the most important events in German history since 1740 and has succeeded in producing an outline which by its clear-cut statements and straightforward narrative furnishes a valuable contribution to the understanding and appreciation of present-day Germany.

In this book the author has in mind a definite class of readers, namely, the average reader of English who is interested to know about Germany's recent development and her present relation to other European powers. For this class he writes and makes no attempt to present new historical material.

The book is divided into chapters which treat the great epochs in Germany's development since 1740, each chapter bringing before the mind of the reader the measure of success or failure which was accomplished in the given period. Dr. Priest is primarily a student of literature and hence was able to look away from the minute historical complexity to the larger epoch-making developments—especially as these developments are portrayed in the life and literature of the people. History is here a record, not of petty intrigue or diplomatic controversy, but of the ideas and ideals which form the real basis of national life. The account is not a complete catalogue of historical detail, but is, what is more useful to the inquiring layman, an interpretation of the life and purpose of a nation.

The last chapter of the book, under the title "Germany and William II," is especially worth reading as throwing light upon the present struggle in Europe. Naturally, ardent supporters of German national and international policy will not agree with the concise judgments of this chapter regarding German ideals and German efforts for advancement. Critical estimates are always more or less colored by personal views. But a reading of this chapter will do more for the layman's understanding of European politics in the twentieth century than a study of much of the material on that subject, now issuing from the press.

Excellent maps, especially the one showing the present location and extent of the territories of the United States, Great Britain, and Germany, contribute to a clearer understanding of the text.

HARRY T. COLLINGS

PENNSYLVANIA STATE COLLEGE  
STATE COLLEGE, PA.